

# **BJHS Student Data Team Meeting Protocol**

## **Prior to the meeting:**

- Teacher referrals should be reviewed by an administrator and assigned a case manager.
- Ensure that an administrator, guidance counselor, and special education rep is present at each referral meeting.
- Create a schedule of meetings. Determine who needs coverage. Notify team members and referring teachers of time, location and date of referral meetings.
- Create a master OUTCOMES spreadsheet for all students being reviewed
- RtI Folder started for each student (include copy of referral, copy of schedule, copy of NWEA student progress report, and other pertinent info).
- Grade level case manager should do a file review for each student referred.

## **During the meeting**

### **Initial Referral Meeting Steps**

1. Teacher shares the referral with the team. Dialog ensues. Determination made.
2. Support plan drafted

## **After the meeting**

### **Interventionist or Case Manager**

- 2 copies of the support plan are printed (interventionist, rti file).
- 2 copies of letter to parent are printed (mail 1 to parent, rti file).
- Contact guidance about schedule changes for students
- Make contact with student and explain schedule change

### **Referring Teacher**

- Contact parents about meeting outcome
- Notify student about the meeting outcome (explain why the service is needed, what they will work on, how their schedule will change).

## **Support Plan Review Meeting Steps**

1. Interventionist report shared
2. Create a support plan review form
  - a. Change interventionist? Change Student schedule?
  - b. Increase or decrease support?
  - c. Continue, dismiss, refer to special ed ?
  - d. Review recent classroom grades
  - e. Review new assessment data (if any)

### **► After the meeting:**

ø The interventionist or case manager mails home a letter stating the meeting outcomes to the parent(s) and a copy of the interventionist report

ø Copy of letter and support plan review put in rti file

## **Roles of People at the Meeting**

### **Facilitator:**

- ❖ Opens the meeting by welcoming the referring teacher; describing what is to be accomplished at the meeting and how long the meeting will last.
- ❖ Guides the team through the stages of the problem-solving process
- ❖ Checks for agreement between team members at important discussion points during the meeting.
- ❖ Maintains control of the meeting (e.g., requesting that participants not engage in side-bar conversations, reminding the team to focus its problem-solving discussion on those factors over which it has control e.g. classroom instruction).

### **Recorder:**

- ❖ Creates a record of the intervention meeting, including a detailed plan for intervention and progress-monitoring
- ❖ Asks the team for clarification as needed about key discussion points, including phrasing of teacher 'problem-identification' statements and intervention descriptions.

### **Timekeeper:**

- ❖ Monitors time allocated to each stage of the meeting and informs members when that time has expired

### **Referring Teacher:**

- ❖ Reviews reason for the referral, shares communication with parents, data on student, and tier one interventions done
- ❖ Answers questions of the team